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ABSTRACT

State Fair Community College, Sedalia, Missouri, surveyed the needs of students in grades 9-12 in 10 non-urban Missouri school districts. The project was designed to gather data for use by area schools, the area vocational-technical school, and the career education staff that has been working with these schools. The report reproduces the survey instrument (the Missouri Student Needs Survey) and analyzes the data obtained. The following results of the survey are singled out: responses from students in smaller school districts were similar to those from students in larger districts; students showed uncertainty about future plans; students felt they needed considerable or additional help with vocational and educational planning; students indicated that their counselors had not discussed their ability and achievement tests with them individually; students felt that teachers were making their classes as meaningful as possible; and students indicated that most of their class work is not relevant to their interests or future plans. Appendixes comprise more than half of the report, and provide information on student responses to the survey, student needs and interests, a student-needs workshop, and a calendar of administration. (Author/PR)

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FINAL REPORT

A PROPOSAL TO ASSESS THE NEEDS OF STUDENTS IN TEN SCHOOL DISTRICTS

(Project #2204)

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May 31, 1975

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TABLE OF CONTENTS

	Page
ABSTRACT	i
DESCRIPTION OF PROJECT	1
PROBLEM	1
OBJECTIVES OF STUDY	2
POPULATION AND SAMPLE	4
SURVEY INSTRUMENT	7
ADMINISTRATION OF INSTRUMENT	7
DATA ANALYSIS	8
DATA INTERPRETATION MEETING	8
ANALYSIS OF DATA	9
EIGHT SMALLER SCHOOL DISTRICTS	9
TWO LARGE SCHOOL DISTRICTS	15
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	20
APPENDICES	
Appendix A Copy of Survey Instrument	22
Appendix B Workshop Agenda	24
Appendix C Calendar of Administration	26
Appendix D Responses to Survey Instrument	28
Part II	29
Part III	33
Part IV	37
Part V	42
Appendix E List of Participants	47

	Page
Appendix F Workshop Evaluation	49
Appendix G Tables 3-4-5	52
Appendix H Major Needs As Expressed By Students	56

LIST OF TABLES

Table		Page
1	DISTRICT STUDENT POPULATION	5
2	SAMPLE STUDENTS FROM MARSHALL AND SEDALIA #200	6
3	TENTH GRADE STUDENT INTERESTS	53
4	ELEVENTH GRADE STUDENT INTERESTS	54
5	FUTURE	55

ABSTRACT

Ten school districts in Mid-Missouri are involved with the Career Education Project housed at State Fair Community College. In the past, two of these ten districts utilized some type of survey to determine student needs, however, none of the other districts have any type of formalized method of evaluating student needs. No comprehensive data on students needs has been gathered by the Career Education Project. By administering one survey,"The Missouri Student Needs Survey,"to students in grades 9-10-11-12 in the ten participating school districts, baseline data will be gathered to benefit individual school districts, the Career Education Project, and the Area Vocational School located at State Fair Community College.

The objectives of the survey included:

1. To provide the ten participating schools with a survey to administer in evaluating their needs.
2. To collect data for district school systems and the Career Education Project to be used in developing objectives for curriculum materials.
3. To collect information for the secondary Area Vocational-Technical School cluster programs of the possible future needs of these area students.
4. To facilitate efforts of the placement personnel in future expectations of students in the world of work in both individual school districts and the Career Education Project.
5. To construct a general evaluation of current curriculum, guidance programs, and educators as related to student needs for each school district and the Career Education Project.

In order to achieve these objectives,"The Missouri Student Needs Survey" was administered to 87.7 percent of the 9-10-11-12 grade students in Cole Camp, Green Ridge, Hughesville, La Monte, Lincoln, Sacred Heart, Smithton, and Warsaw. In Marshall and Smith-Cotton a 15.7 percent random sample of 9-10-11-12 grade students was used.

The results obtained included:

1. Students from smaller school districts responded in a similar manner as students from the larger districts.
2. Students from all ten districts showed uncertainty when asked about future plans and what they really think they will do after graduation.
3. Students from all districts felt they needed considerable or additional help with vocational and educational planning.
4. Students from all districts indicated that their counselors had not discussed their ability and achievement test results with them individually.
5. Students feel that the teachers are interested in what they have to say, are not too old-fashioned, and that most of the teachers are doing an excellent job in making their classes as meaningful as possible for the students.
6. Students also report that most of the class work is not relevant to their interests or future plans, and that they are required to take many classes that they can see to be of no possible help.

DESCRIPTION OF PROJECT

State Fair Community College, in cooperation with Marshall Public Schools in Saline County; Sedalia School District 200, La Monte R-IV, Smithton R-VI, Green Ridge R-VIII, Hughesville R-V, and Sacred Heart (a parochial school system) in Pettis County; Cole Camp R-I, Lincoln R-II, and Warsaw R-IX in Benton County; surveyed the needs of the 9-10-11-12 grade students in the three-county non-urban area of Missouri using the Missouri Student Needs Survey. Each of these school districts has been participating in the on-going federally funded career education project since June 1973.

The project was designed to gather data on the students for use by the area schools, the Area Vocational-Technical School, and the career education staff that has been working with these schools in implementing career education activities.

PROBLEM

Since ten separate school districts participate in the Career Education Project housed at State Fair Community College, different methods of surveying student needs have been used. Only two schools administered the Missouri Student Needs Survey during the 1973-74 school year: Smithton, grades 9-10-11-12, and Warsaw, grades 11-12. Some school districts have attempted the development of a student needs survey to be used locally. Such instruments, however, have not been tested for reliability and validity. Other districts involved with the career education project have no formalized method for evaluating student needs.

No comprehensive data on student needs has been gathered by the career education project since funding for such a program was not included in the career education budget.

Data is also necessary for program development for the Area Vocational-Technical School. In the past, locally developed instruments that were not tested for reliability or validity were being used.

By administering the Missouri Student Needs Survey to all ten participating schools in grades 9-10-11-12, baseline data was gathered to be used by the individual school districts, the career education project, and the Area Vocational-Technical School at State Fair Community College.

The objectives of this study included:

1. To provide the ten participating schools with a survey to administer in evaluating their students' needs.

   Through the efforts of the Career Education Project staff at State Fair Community College, the Missouri Student Needs Survey was administered to 1259, 9-10-11 and 12 grade students from Green Ridge, Cole Camp, Lincoln, Hughesville, Warsaw, La Monte, Sacred Heart and Smithton school districts. In addition to these students, the instrument was also administered to 385 students from the Sedalia District 200 and the Marshall School District. The students surveyed represented 87.7 percent of the student population in the smaller schools and 15.7 percent in the larger schools.

2. To collect data for district school systems and the career education project to be used in developing objectives for curriculum materials.

   The data collected included responses to the Missouri Student Needs Survey consisting of the following parts: Part I included 35 questions which provided general information about the students and their preferences as to types of work and their future plans. Part II of the instrument included 14 questions and provided information about the students feelings about the counseling services offered in their school. Part III of the instru-

ment included 18 statements about the student's feelings about teachers. Part IV included 22 statements about the student's feelings about school while Part V included 20 statements about the needs of the students.

3. To collect information for the Secondary Area Vocational-Technical School cluster programs of the possible future needs of these area students.

A total of 1654 students responded to the survey from the ten school districts involved with the project. Of this total, 1522 were responses from the school districts that send students to the Area Vocational-Technical School at State Fair Community College. The additional students attended the Marshall High School and the Area Vocational-Technical School in Marshall. Of these 1522 respondents from the area secondary school, 443 were 9th grade students, 414 were 10th grade students, 345 were 11th grade students, and 320 were 12th grade students. The above totals include 759 students that would be eligible to attend the Area Vocational-Technical School at SFCC the 1975-1976 school year. Interest levels marked by these students included the following: For 10th grade students the area of interest included Outdoor-manual, 72.7 percent; Athletics, 67.3 percent; Mechanical, 51.1 percent; Service to others, 50.1 percent; Music, 47.7 percent; Sales, advertising, & public relations, 45.0 percent; Secretarial & clerical, 35.3 percent; Scientific, 33.8 percent; and Computational, 26.5 percent. For the 11th grade students, the area of interest included Sales, advertising, & public relations, 78.0 percent; Outdoor-manual, 77.9 percent; Service to others, 75.9 percent; Music, 70.2 percent; Athletics, 61.6 percent; Mechanical, 44.2 percent; Secretarial & clerical, 38.5 percent; Scientific, 30.0 percent; and Computational, 27.3 percent. (Appendix G)

4. To facilitate efforts of the placement personnel in future expectations of students in the world of work in both individual school districts and the career education project.

Of the 344 seniors responding to the survey, 47.9 percent indicated they planned to attend college after graduation, 20.3 percent planned to attend a business, trade or vocational school, and 31.8 percent planned to seek employment.

Of those attending college, 65.0 percent were females with 35.0 percent males. Of those attending a business, trade or vocational school, 58.0 percent were males with 42.0 percent being females. Of those planning to seek emplcyment, 50.9 percent were males with 49.1 percent females. (Appendix G)

5. To construct a general evaluation of current curriculum, guidance programs, and educators as related to student needs for each school district and the career education project.

Several school districts have used the data gathered to look at their current curriculum, guidance program, and education in general. To date, two districts, Green Ridge and Cole Camp, have discussed the results of Missouri Student Needs Survey in all district in-service meetings. Additional districts plan to use the data at the beginning of their in-service program for the 1975-1976 school year.

POPULATION AND SAMPLE

The population for the study included the total student population in grades 9-10-11-12 in the Cole Camp, Green Ridge, Hughesville, La Monte, Lincoln, Sacred Heart, Smithton and Warsaw School Districts. Table 1, page 5, shows the district's student population by various grade levels.

In the two larger districts involved with the project, Sedalia 200 and Marshall, a 20 percent random sample of students in grades 9-10-11-12 were selected to participate in the study. The table of random numbers used in the study was taken from Some Theory of Sampling, by William Edward Deming, 1950. Table 2, page 6, shows the student population and sample size selected from these two districts.

TABLE 1

DISTRICT STUDENT POPULATION
1974-1975

District	9th Grade Enrollment	10th Grade Enrollment	11th Grade Enrollment	12th Grade Enrollment	Total Enrollment
Cole Camp	61	62	41	54	218
Green Ridge	35	40	33	37	145
Hughesville	35	35	20	32	122
La Monte	36	36	28	26	126
Lincoln	44	41	38	40	163
Sacred Heart	29	36	40	30	135
Smithton	52	56	56	44	208
Warsaw	96	85	68	69	318
TOTALS	388	391	324	332	1435*

* As of September 1, 1974

TABLE 2

SAMPLE STUDENTS FROM
MARSHALL & SEDALIA #200

District	9th Grade Enrollment	10th Grade Enrollment	11th Grade Enrollment	12th Grade Enrollment	Total Enrollment	20% Random Sample
Marshall	233	225	180	156	794	161
Sedalia #200	478	455	368	357	1658	325
Totals	711	680	548	513	2452*	486*

* As of September 1, 1974.

SURVEY INSTRUMENT

The instrument selected to survey the needs of the ten school districts was the Missouri Student Needs Survey developed by the Guidance Services Section, Department of Elementary and Secondary Education, Jefferson City, Missouri. A copy of the survey instrument is included in Appendix A.

ADMINISTRATION OF INSTRUMENT

During a workshop held on January 31, 1975, guidance counselors and administrators of the ten school districts discussed the administration of the survey instrument. A copy of the agenda for that meeting may be found in Appendix B.

At the request of the school districts, a calendar of administration was constructed and agreed upon at the workshop. A copy of the calendar is enclosed in Appendix C.

The Missouri Student Needs Survey was administered in the selected schools by staff members assigned to work on this project. These included Dr. James L. Navara, Director, Career Education; Phyllis B. Stuerke, Secondary Specialist, Judy Rae Kuhlman, Exploration/Observation Specialist; Jerald Morrison, Job Placement Specialist; and Lin Harrison, Counselor, State Fair Community College and Area Vocational School. The administration of the survey took place over a three week period from February 13, 1975 to March 5, 1975.

DATA ANALYSIS

The survey instruments were sent to the Missouri Statewide Testing Service, University of Missouri, 307 South Fifth, Columbia, MO 65201 for tabulation.

Frequency distributions and percentages were included in the results supplied by the testing service. In analyzing the data the smaller school districts are included as one group while the larger districts (Marshall and Sedalia) are analyzed as a group.

Various questions were selected from each section of the instrument and are illustrated in the Analysis of Data Section. Appendix D includes the responses to all questions included on the survey instrument.

No analysis of data was attempted by various grade levels. This analysis was left up to the individual school and their program planning.

DATA INTERPRETATION MEETING

A workshop was held on April 23, in Sedalia and attended by representatives of each of the school districts involved with this project. Appendix E includes a list of representatives in attendance at this meeting. The purposes of the meeting were: (1) To discuss the results of the telephone follow-up survey, (2) To discuss the Missouri Student Needs Survey results, (3) To be able to use the telephone follow-up survey results and Missouri Student Needs Survey results in developing a guidance program for the 1975-1976 school year, (4) To encourage job development, placement, and follow-up activities in each participating school. An evaluation of the workshop is included in Appendix F.

ANALYSIS OF DATA

EIGHT SMALLER SCHOOL DISTRICTS

Of the 1435 students enrolled in the eight smaller school districts, as of September 1, 1974, a total of 1259 students completed the survey. The difference between the number surveyed and the 1435 enrolled was due to illness, absenteeism, and dropouts.

Of the 1259, 9, 10, 11, and 12 grade students who completed the survey from Green Ridge, Cole Camp, Hughesville, La Monte, Lincoln, Sacred Heart, Smithton, and Warsaw, 631 or 50.1 percent were males while 49.9 percent or 628 were females.

Only 36 of the students surveyed felt they had some physical handicap, either minor which caused some difficulty, or a major handicap.

Of the 1256 students that responded to the question, "I work at a part-time job," 486 or 38.7 percent responded "yes" while 770 or 61.3 percent answered "no." In conjunction with that question, 63.6 percent of the respondents felt their present job would not be helpful to them later.

In references to their preference of working with "data," "people," or "things" as noted in question eight, a small percentage, 13.6 percent, were interested in working with data (facts, numbers, words, ideas, etc.) Equal percentages of students, 43.2 percent were interested in working with people (adults and children) as well as things (tools, objects, machines).

When asked to respond about their future plans, a large majority, 69.6 percent, planned to attend a college or trade, technical, or vocational school. The remaining 30.4 percent listed employment as their future plans.

In response to the question "What do you expect will really happen after high school?" a large percentage, 49.4 percent, felt they would get a job

after graduation while 50.6 percent indicated they planned to get additional education.

When asked to respond to what would their parents most like to see them do after they graduate from high school, 72.7 percent indicated their parents would like to see them go to business, trade, technical school or to college. Only 14.9 percent thought their parents would like to see them seek employment while 12.4 percent marked "other" as to their parent's desires.

Their present course of study was referred to in question 17, and 32.7 percent were enrolled in a general education course of study; 21.0 percent were enrolled in business, home economics, or a vocational program; 13.8 percent were enrolled in a college preparatory course of study, while 32.6 percent were undecided as to their present course of study.

In response to their need for help with vocational and educational planning, 202 or 16.0 percent felt they needed considerable help in planning as to what they were going to do; 837 or 66.5 percent had some plans but could use some additional help; while 220 or 17.5 percent did not feel they needed any additional help with vocational or educational planning.

When asked whether their needs were being met by their school, 405 or 32.2 percent answered "yes," 588 or 46.7 percent were "not sure" and 264 or 21.0 percent answered "no." When asked about their teachers relating the classes to students' needs, 274 or 26.6 percent responded that they try very hard; 435 or 42.2 percent responded "yes," but not enough;" and 322 or 31.2 percent marked "rarely, if at all."

When asked to respond about the counselor and counseling services being offered in their school, the students responded in the following manner: Of the students who responded to the question, "My counselor helps mostly with?" 30.1 percent responded that their counselor helped them mostly with schedules,

11.0 percent responded with educational and vocational planning, 5.0 percent with personal concerns, 14.0 percent stated that their counselor provided them with useful information, 8.1 percent stated their counselor provided no help, and 30.9 percent indicated that they had not gone to see their counselor. When asked about personal problems and who they would most likely seek help from, 10.3 percent indicated their counselor, 9.7 percent marked other school personnel (teachers, administrators, etc.), 29.0 percent would seek help from a relative, and 51.0 percent marked other.

In response to questions number 11 and 14, Part II, students responded as follows: Question 11, "Has your school counselor discussed your ability and achievement test results with you individually?, 224, or 18.0 percent marked "yes," 173 or 14.0 percent coundn't decide, and 845 or 68.0 percent marked "no." In response to question 14, "Has your counselor helped you to examine your abilities, personality traits, and interests as they may pertain to your future plans 237 or 18.9 percent marked "yes," 191 or 15.2 percent couldn't decide, and 828 or 65.9 percent marked "no."

Part III of the instrument asked the students to respond to various questions about teachers. In response to question 3, "My teachers are interested in what I have to say," 189 or 15.2 percent marked True, 568 or 55.7 percent marked Mostly True, 305 or 24.5 percent marked Mostly False, and 182 or 14.6 percent marked False.

Responses to question 9, "I think my teachers are too old fashioned?" students responded as follows: 144 or 12.3 percent marked True, 214 or 17.1 percent marked Mostly True, 538 or 42.9 percent marked Mostly False, and 347 or 27.7 percent marked False.

When asked to respond to question 15, "My teachers are often impatient," 229 or 18.6 percent marked True, 325 or 26.3 percent marked Mostly True, 510 or 41.3 percent marked Mostly False, and 170 or 13,8 percent marked False.

Question 16, "Most of the teachers are doing an excellent job in making their classes as meaningful as possible for the students," received the following responses: Of the 1255 students responding, 293 or 23.4 percent marked True, 571 or 45.5 percent marked Mostly True, 277 or 22.1 percent marked Mostly False and 114 or 9,0 percent marked False.

Part IV of the instrument asked the students to respond to questions about how they feel about their school. In question 2, "My school has too many rules," 374 or 29.3 percent marked True, 298 or 23.3 percent marked Mostly True, while 371 or 29.0 percent marked Mostly False and 235 or 18.4 percent marked False.

Along this same line of questionning, students responded to question 13, "Students have enough voice in determining how the school is run," 73 or 5.8 percent marked True, 299 or 23.6 percent marked Mostly True, 379 or 30.0 percent marked Mostly False, and 514 or 40.6 percent marked False.

Question 14, "Most of the class work is not relevant to my interests or future plans," received this response, 303 or 25.6 percent marked True, 358 or 30.2 percent marked Mostly True, 364 or 29.2 percent marked Mostly False while 177 or 15 percent marked False.

Students also responded to question 21 which stated "I am required to take many classes that I can see to be of no possible help to me" with 365 or 28.8 percent marking True, 283 or 22.3 percent marking Mostly True, 372 or 29.3 percent marked Mostly False and 248 or 19.6 responded with False.

When asked to respond about the difficulty of getting changes made at school, 518 or 41.6 percent marked True, 411 or 33.0 percent marked Mostly True, 228

or 18.3 percent marked Mostly False and 89 or 7.1 percent marked False.

Part V of the instrument included items related to needs of students and they were asked to respond to each item by marking low, average, or high. In response to question 2, "The need for students to be informed of careers in vocational areas that are available after high school (other than college), along with this is the need for education and training in these areas and guidance for the student in his own decision making," 109 or 8.7 percent marked Low, 520 or 41.5 percent marked Average, and 624 or 49.8 percent marked High.

Question 6 asked their response to the need for students to have a job placement office available within the school. Of the 1252 students responding, 212 or 16.9 percent marked Low, 525 or 42.0 percent marked Average, and 515 or 41.1 percent marked High.

The students were also asked to respond to the question concerning the need for mini-courses being offered at the school. Question 7 concerned the need for the school to offer mini-courses in job application, interview procedures, and how to look for a job. Of the 1250 responses, 178 or 14.2 percent indicated a Low need, 502 or 40.2 percent indicated an Average need, and 570 or 45.6 percent indicated a High need.

Question 9 concerned the need for mini-courses in drugs, personal, social relations, etc. Of the 1249 responding to the question, 216 or 17.3 percent indicated a Low need, 468 or 37.5 percent indicated an Average need, and 570 or 45.6 percent indicated a High need.

Question 10, the need for students to have more information available regarding scholarships and foundations was asked with 140 or 11.2 percent indicating a Low need, 583 or 46.4 percent indicating an Average need, and 533 or 42.4 percent indicating this as a High need.

In response to question 14, "The need for students to have better relationships with the administration concerning curricular changes," 150 of the 1246 respondents or 12.0 percent indicated this a Low need, 514 or 41.3 percent considered this an Average need, and 582 or 46.7 percent considered this to be a High need.

For the eight smaller school districts, several need statements received High responses from all eight districts. Need statement number 4, "The need for students to have freedom of choice in the school curriculum that allows him to be creative and to branch out," received a High response from all eight districts. Need statement number 19, "The need for students to develop pride in their school and to have more overall involvement," received High responses from all eight districts. Need statement number 18, "The need for the faculty to come to know students as friends and people," received High responses from six of the eight districts.

A list of the major needs as expressed by the students of the eight districts may be found in Appendix H.

TWO LARGE SCHOOL DISTRICTS

In analyzing the data of the two larger schools (Marshall and Smith-Cotton, Sedalia) a total of 385 students were sampled. The difference between the number surveyed and the 486 students randomly selected was due to illness, absenteeism, and dropouts.

In analyzing the results of these two schools, 49.9 percent of the respondents were males and 50.1 percent were females. Only 8 of the respondents or 2.0 percent felt they had some physical handicaps that might cause some difficulty.

Of the 382 students who responded to the question, "I work at a part-time job" 175 or 45.6 percent marked "yes," while 209 or 54.4 percent responded "no." Of those responding, only 41.0 percent thought their present job would be helpful to them later while 59.0 percent felt their present job would not be helpful to them later.

In reference to their preference of working with "data," "people," or "things," as noted in question 8, 18.0 percent were interested in working with data (facts, numbers, words, ideas, etc.), 47.0 percent were interested in working with people (adults and children) and 35.0 percent marked working with things (tools, objects, machines).

As to their future plans, 55.0 percent of the respondents from the larger schools marked college; 21.0 percent marked trade, technical or vocational school; while 24.0 percent indicated they planned to seek employment after high school. When asked what they really thought would happen to them after graduation, 41.0 percent felt they would get a job after graduation while 59.0 percent indicated they planned to get additional education.

When asked to respond to what their parents would most like to see them do after graduation, 82.0 percent felt their parents would like to see them go to a business, trade, technical school or to college. Eleven percent felt their parents wanted them to seek employment while 7.0 percent marked "other."

Their present course of study was referred to in question 17. Thirty-one percent were enrolled in general education courses, 20.0 percent in business, home economics, or a vocational program, 19.0 percent in a college preparatory course of study, while 30.0 percent were undecided.

When asked to respond about their need for help with vocational or educational counseling, 16.0 percent needed considerable help, 66.0 percent could use additional help, and 18.0 percent needed no additional help.

When asked to respond to their need being met by the school, 33.3 percent indicated "yes," 44.4 percent indicated "not sure," while 22.3 percent indicated "no."

When asked to respond about the counselor and counseling services being offered in their school, the students responded as follows: In response to the question, "My counselor helps mostly with?" 42.4 percent responded that their counselor helped mostly with schedules, 10.0 percent responded with educational and vocational planning, 4.2 percent marked no help, and 21.9 percent indicated that they had not gone to see their counselor.

When asked about personal problems and who they would most likely seek help from, 11.2 percent marked counselor, 8.6 percent indicated other school personnel (teachers, administrators, etc.), 30.0 percent would seek help from a relative, and 50.2 percent marked other.

In response to questions 11 and 14, Part II, students responded as follows: question 11, "Has your school counselor discussed your ability and

achievement test results with you individually?" 22 percent marked "yes," 9.6 percent couldn't decide and 68.4 percent marked "no." In response to question 14, "Has your counselor helped you to examine your abilities, personality traits, and interests as they may pertain to your future plans?" 17 percent marked "yes," 11 percent couldn't decide, and 72 percent marked "no."

Part III of the instrument asked the students to respond to various questions about teachers. In response to question 3, "My teachers are interested in what I have to say?" 11.0 percent indicated True, 42.0 percent marked Mostly True, 35.0 percent marked Mostly False, and 18.0 percent marked False.

Students responded to question 9, "I think my teachers are too old-fashioned?" as follows: 20.0 percent marked True, 27.0 percent marked Mostly True, 35.0 percent marked Mostly False and 18.0 percent indicated False.

When asked to respond to question 15, "My teachers are often impatient," 19.8 percent marked True, 29.7 marked Mostly True, 39.2 percent marked Mostly False, and 11.3 percent marked False.

Question 16, "Most of the teachers are doing an excellent job in making their classes as meaningful as possible for the students" received the following responses: 17.4 percent indicated True, 47.1 percent marked Mostly True, 22.6 percent answered with Mostly False, and 12.9 percent marked False.

Part IV of the instrument asked the students to respond to questions about how they feel about their school. In question 2, "My school has too many rules," 31.2 percent marked True, 21.0 percent marked Mostly True, 32.3 percent marked Mostly False, and 15.5 percent marked False.

Along this same line of questioning, students responded to question 13, "Students have enough voice in determining how the school is run," 8.7 percent marked True, 25.9 percent marked Mostly True, 30.2 percent marked Mostly False, while 35.2 percent marked False.

Question 14, "Most of the class work is not relevant to my interests or future plans," received this response: 25.0 percent marked True, 30.9 percent marked Mostly True, 31.2 percent marked Mostly False, while 12.9 marked False.

Students also responded to question 21 which stated, "I am required to take many classes that I can see to be of no possible help to me," with 33.3 percent marking True, 25.3 percent marking Mostly True, 28.5 percent marking Mostly False and 12.9 percent responded with False.

When asked to respond about the difficulty of getting changes made at school, 44.8 percent marked True, 29.3 percent marked Mostly True, 17.9 percent marked Mostly False, and 8.0 marked False.

Part V of the instrument included items related to needs of students and they were asked to respond to each item by marking low, average, or high. In response to question 2, "The need for students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his own decision making," 11 percent marked Low, 43.3 percent marked Average, and 45.7 percent marked High.

Question 6 asked their response to the need for students to have a job placement office available within the school. Of the students responding, 17.8 percent marked Low, 37.7 percent marked Average, and 44.5 percent marked High.

The students were also asked to respond to questions concerning the need for mini-courses being offered at the school. Question 7, concerned the need for the school to offer mini-courses in job application, interview procedures, and how to look for a job. Of the responses, 19.4 percent indicated a Low need, 42.2 percent indicated an Average need, and 38.4 percent indicated a High need.

Question 9 concerned the need for mini-courses in drugs, personal, social relations, etc. Of the students responding, 20.8 percent indicated a Low need, 39.6 percent indicated an Average need, and 39.6 percent indicated a High need.

Question 10, the need for students to have more information available regarding scholarships and foundations, was asked with 11.3 percent indicating a Low need, 43.4 percent indicating an Average need, and 45.3 percent indicating this as a High need.

In response to question 14, the need for students to have better relationships with the administration concerning curricular changes, 11.7 percent indicated a Low need, 39.8 percent considered this an Average need, 48.5 percent considered this to be a High need.

The major needs as expressed by the students in the two larger districts included the following. In Sedalia, the needs receiving the largest number of responses included the need for the faculty to come to know students as friends and people, 135 High responses; the need for students to develop pride in their school and to have more overall involvement, 131 High responses; and the need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out, 119 High responses. In Marshall, the major needs included the need for students to have more flexibility in their scheduling, 77 High responses; the need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out, 73 High responses; and the need for the faculty to come to know students as friends and people, 68 High responses. A list of the major needs as expressed by the students of Marshall and Sedalia may be found in Appendix H.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Through the efforts of State Fair Community College and the Research Coordinating Unit, State Department of Elementary and Secondary Education, Jefferson City, Missouri, the Missouri Student Needs Survey was administered to 1,654 students from grade levels 9-10-11-12 in Cole Camp, Green Ridge, Warsaw, Lincoln, Sacred Heart, Hughesville, La Monte, Smithton, Marshall, and Sedalia school districts.

The 1,654 students represented 87.7 percent of the total population (9-12) in the eight smaller school districts, and a 15.7 percent sample of the total population (9-12) in Marshall and Sedalia school districts.

The conclusions of the survey included:

(1) Students from smaller school districts responded in a similar manner as students from the larger districts.

(2) In general, the students feel that they have no major physical handicaps that would present work difficulty.

(3) A majority of students held part-time jobs (61.3 percent in smaller schools), (54.4 percent in larger schools), and most of the students (63.6 percent in the smaller districts and 59.0 percent in the larger districts) felt their present job will not be helpful to them later.

(4) Students in the smaller and larger districts both show uncertainty when asked about future plans and what they really think they will do after graduation.

(5) Students from both size districts felt they needed considerable or additional help with vocational and educational planning.

(6) Most of the student contacts with counselors have been related to help with schedules, while a large number of students, 30.9 percent in smaller districts and 21.9 percent in larger districts have not gone to the counselor.

(7) Students from both size districts indicated that their counselor had not discussed their ability and achievement test results with them individually, or that their counselor had not helped them examine their abilities, personality traits, and interests as they may pertain to their future plans.

(8) Students feel that the teachers are interested in what they have to say, are not too old-fashioned, and that most of the teachers are doing an excellent job in making their classes as meaningful as possible for the students.

(9) A majority of the students from both size districts felt their school has too many rules and that they do not have enough voice in determining how the school is run.

(10) Students also reported that most of the classwork was not relevant to their interests or future plans, and that they are required to take many classes that they can see to be of no possible help.

(11) A large majority of students from both size schools feel there was a need for a job placement office available within the school, and that the school offer mini-courses in job application, interviewing procedures, and how to look for a job.

Recommendations of the study included:

(1) Conduct in-service meetings in each district to discuss results of survey instruments in that school.

(2) Administer the "Missouri Student Needs Survey" on a continual basis to establish trends of student needs for individual school districts.

(3) Administer the survey instrument to all 9-10-11-12 grade students from Marshall and Sedalia instead of using the random sampling technique.

(4) Encourage school counselors to use responses of individual students in counseling sessions.

(5) Counselors in all schools should schedule meetings with students to discuss test scores and help students better understand their abilities and interests.

(6) Mini-courses in job application, interview procedures and how to look for a job should be offered.

(7) Where applicable, smaller school districts should explore probabilities of hiring a full-time guidance counselor.

APPENDIX A

COPY OF SURVEY INSTRUMENT

2R

MISSOURI

STUDENT

SURVEY

FOREWORD

This survey has been designed to obtain ideas from you, the students of this high school. The main purpose of this questionnaire is to gather information regarding your opinions, your ideas, your attitudes and so forth about your present educational program, your future plans, your career choices and many other things.

The information that you provide us with will be used in determining ways for the guidance program, as well as the total educational program in your high school, to be of more benefit to you. We are interested in your answers to the questions in this booklet in order that your school can be of greater assistance in helping you develop an educational program that will better meet your needs.

This is not a test, only a survey. There are no right or wrong answers. Please read each question carefully and answer as best you can. Please answer all items.

Prepared by
GUIDANCE SERVICES SECTION
STATE DEPARTMENT OF EDUCATION
Arthur L. Mallory, Commissioner

MISSOURI STUDENT NEEDS-SURVEY
Student Questionnaire

PART I GENERAL

Directions: Please do not mark in survey booklet. Mark all of your responses on the answer sheet provided. Use a soft lead pencil. Answer each item.

1. Please indicate your sex: Male Female

2. Please indicate your grade level: 9 10 11 12

3. I have a physical handicap that will limit me in some way:

   A. No handicap

   B. Minor physical handicap (presents no work difficulty)

   C. Minor physical handicap (causes some work difficulty)

   D. Major handicap (would affect work setting)

4. I work at a part-time job:

   A. Yes

   B. No

5. Do you feel that your present job will be helpful to you later?

   A. Yes

   B. No

6. My grades are:

   A. Mostly A's (E's)

   B. Mostly B's (S's)

   C. Mostly C's (M's)

   D. Mostly D's (I's)

   E. Below D's (I's)

7. I feel that I am capable of making the following grades:

   A. Mostly A's (E's)

   B. Mostly B's (S's)

   C. Mostly C's (M's)

   D. Mostly D's (I's)

   E. Below D's (I's)

8. I am interested in working with:

   A. Data (facts, numbers, words, ideas, etc.)

   B. People (adults, children)

   C. Things (tools, objects, machines)

9. At the present time my interest in the following kinds of work is: (Respond to each item, A through I by marking the appropriate spaces on the answer sheet. L-like, D-dislike.)

   A. Outdoor-manual type

   B. Mechanical

   C. Computational

   D. Scientific type of work

   E. Sales work, advertising, public relations

   F. Work that uses my athletic ability

   G. Work that uses my musical and/or artistic ability

   H. Work in which I am of service to other people (social work, minister, teacher)

   I. Secretarial or clerical

10. I feel my aptitude in the following area to be: (Respond to each item, A through J, by marking the appropriate spaces on the answer sheet. S-strong, A-average, W-weak)

A. Verbal

B. Numerical

C. Physical

D. Spatial

E. Clerical

F. Mechanical

G. Social

H. Scientific

I. Sales

J. Musical and/or Artistic

11. My choice of the following kinds of jobs would be: (Respond to each item, A through J, by marking the appropriate spaces on the answer sheet. L-like, D-dislike)

A. A job where I could be a leader.

B. A job which I could be absolutely sure of keeping.

C. A job where I could express my feelings, ideas, skills and talent.

D. A job where I could express my ideas to other people.

E. A job where I could work for a leader.

F. A highly paid job.

G. A job where I could make a name for myself.

H. A job where I could be more or less on my own.

I. A job where I could be looked upon highly by my fellow man.

J. A job where I could stay close to my home community.

12. I feel that at this time my first choice of a career will require: (mark only one)

    A. College education

    B. Post high school training

    C. High school graduation

13. Based upon information I now have, my future plans are: (Mark only the one that best fits your plans.)

    A. Attend a college

    B. Attend a trade, technical or vocational school

    C. Seek employment

14. What do you expect will really happen after high school?

    A. Get a job

    B. Get additional education

15. What would your parents most like to see you do after you graduate from high school?

    A. Go to business, trade or technical school

    B. Go to college

    C. Seek employment

    D. Other

16. What are most of your class friends planning to do after graduation from high school?

    A. Go to business, trade or technical school

    B. Go to college

    C. Seek employment

    D. Other

17. My present course of study emphasizes: (Mark the one that will best describe your course of study.)

    A. General Education (include Fine Arts)

    B. Business, Home Economics, or Vocational Program

    C. College Preparatory

    D. Undecided

18. Considering the program I am currently enrolled in and my interests, aptitudes and future plans, I am satisfied with my present program to the extent that:

    A. I feel my program is appropriate and no changes are needed.

    B. I like my present program but minor changes are needed.

    C. I like my present program but major changes are needed.

    D. The program is not appropriate and I would like to change my course of study.

    E. I am dissatisfied with my present program and the school does not offer an appropriate program to meet my needs.

19. I feel my need for help with vocational and educational planning to be:

    A. Need considerable help in planning what I am going to do.

    B. Have some plans made but could use some additional help.

    C. Do not feel I need any additional help.

20. I feel confused and undecided as to what my goal in life should be:

    A. Always

    B. Usually

    C. Sometimes

    D. Rarely

    E. Never

21. For the grade I am in I feel that I need help in becoming a person:

    A. No special problem.

    B. Yes, some.

    C. I feel no one understands me.

22. I feel my needs as a student are being met by the school.

    A. Yes

    B. Not sure

    C. No

23. At times I feel I have to fit into a certain slot in the school program and have very little freedom to select a course of study of my own choosing.

A. Yes

B. Not sure

C. No

24. My counselor helps mostly with: (Mark only one.)

A. Schedules

B. Educational and vocational planning

C. Personal concerns

D. Gives me useful information

E. No help

F. Have not gone to the counselor

25. When I have asked to see my counselor:

A. He has helped me to solve my problems.

B. He listens but usually couldn't help me solve the problem.

C. Usually he didn't seem interested.

D. Usually I wasn't able to see him.

E. Have not seen the counselor.

26. My counselor tries very hard to understand me.

A. Yes, I feel accepted and understood.

B. They try, but don't give it the time or attention that is really necessary.

C. Very little attention is really given.

D. No, they don't try to understand.

E. Have not gone to the counselor.

27. If I had a personal problem that was a real concern to me I would be most likely to seek help from:

    A. Counselor

    B. Other school personnel (teachers, administrators, etc.)

    C. Relative

    D. Other

28. If I had a need for help in trying to decide on a career or area of study for a vocation, I would be most likely to go for help to:

    A. Counselor

    B. Other school personnel (teachers, administrators, etc.)

    C. Relative

    D. Other

29. Do you think the counseling services in your school are primarily for:

    A. The problem cases?

    B. The popular students?

    C. College bound students?

    D. All the students?

30. Do you think the aptitude, interest, intelligence test etc., you have taken in the past were:

    A. For the school records only?

    B. For the teachers' use only?

    C. For the school and you, but primarily to help you know yourself better?

31. The teachers do all they can to relate the classes to my needs in terms of the plans I have made:

    A. Yes, they try very hard.

    B. Yes, but not enough.

    C. Rarely, if at all.

32. My teachers try very hard to understand me.

A. Yes, I feel accepted and understood.

B. They try, but don't give it the time or attention that is really necessary.

C. Very little attention is really given.

D. No, they don't try to understand.

33. Teacher-student relationships in this school may be characterized by:

A. Mutual trust and confidence in the student.

B. Some respect and trust.

C. Only a few students seem to have the confidence of teachers.

D. Most teachers fail to respect or trust the students.

34. My teachers work together closely in helping me to develop confidence in being able to relate effectively to the school and other students.

A. Yes, I am very happy in school.

B. Yes, I feel that I can get the help I need.

C. I have gone to them but got very little help.

D. They don't seem interested in helping me.

E. School is a very bad experience for me.

35. Within some limitations the school attempts to develop an educational program to meet the needs of each student. Answer each statement true or false as it pertains to your school:

A. The students have few complaints.

B. Little is done to inform the students of what the school is trying to do.

C. The school really needs to work much harder to assist students in their personal and social development.

D. The school does a good job in helping students develop a career.

E. The school offers a good academic program.

F. I can't see that the school is trying to develop a program for the students

G. There is a poor relationship between teachers and students.

STUDENT QUESTIONNAIRE PART II

DIRECTIONS: Will you please mark Yes or No to indicate your feelings about each question? If you feel that you cannot give a definite Yes or No answer, will you fill in the space marked (?).

1. Does your school counselor help you to understand the meaning of your test scores? (Examples: school ability, achievement, and aptitude)
2. Do you have access to the information you want and need to know concerning the various occupations you have considered?
3. Has your school counselor talked with you about your future educational and vocational plans?
4. Has your school provided your parents with an opportunity to discuss your educational plans?
5. Do you have access to the information you want and need about your school and others which offer post-high school education?
6. When you entered this school, were you helped to learn about your school and how to get along in it?
7. Have you had an opportunity to discuss with your school counselor approaches to solving problems with which you have been faced?
8. Are you thinking about or planning what you are going to do when you finish high school?
9. Can you express your real feelings about things to your school counselor?
10. Have your ability and achievement test results been helpful to you in your educational and vocational planning?
11. Has your school counselor discussed your ability and achievement test results with you individually?
12. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?
13. Do you feel that your school experiences have provided you with opportunities to develop self-confidence in relating to new experiences?
14. Has a counselor helped you to examine your abilities, personality traits, and interests as they may pertain to your future plans?

STUDENT QUESTIONNAIRE PART III

DIRECTIONS: Please answer the items below as follows:

True = if the statement is usually true.
Mostly true = if the statement is more true than false.
Mostly false = if the statement is more false than true.
False = if the statement is usually false.

1. My teachers rarely explain to me why I received the grades I made on assignments and tests.
2. My teachers allow students some choice in what they study in class.
3. My teachers are interested in what I have to say.
4. My teachers give assignments that are just busy-work.
5. My teachers are personally concerned about me.
6. My teachers don't try to understand young people.
7. I don't know one teacher in my school I could go to if I had a serious problem.
8. Teachers recognize my right to a different opinion.
9. I think my teachers are too old-fashioned.
10. I have a good relationship with most of my teachers.
11. My teachers still respect me as a person even when I've done poorly on my school work.
12. My teachers like working with young people.
13. My teachers don't care about students if they're not going to college.
14. My teachers give me individual help willingly.
15. My teachers are often impatient.
16. Most of the teachers are doing an excellent job in making their classes as meaningful as possible for the students.
17. I try to avoid taking classes from some of the teachers in this school.
18. The administration always seems to support the teacher and faculty in a disagreement between student and teacher.

STUDENT QUESTIONNAIRE PART IV

DIRECTIONS: Please answer the items below as follows:

True = if the statement is usually true.
Mostly true = if the statement is more true than false.
Mostly false = if the statement is more false than true.
False = if the statement is usually false.

1. Each morning I look forward to coming to school.
2. My school has too many rules.
3. I often feel rushed and nervous at school.
4. Students here aren't very friendly.
5. If I did something wrong at school, I know I would get a second chance.
6. I think there is too much pressure in school.
7. I'm very interested in what goes on at this school.
8. The main reason for going to school is to learn.
9. I really feel I'm part of my school.
10. Our school is so large, I often feel lost in the crowd.
11. I would like to quit school.
12. The school here is a good place for making friends.
13. Students have enough voice in determining how the school is run.
14. Most of the class work is not relevant to my interests or future plans.
15. I am scheduled into classes in terms of my needs more than for the convenience of the school and teachers.
16. This school should increase the number of non-traditional subjects if the school is going to be relevant to the needs of students.
17. Graduation requirements must be changed to meet individual needs.
18. I would like to serve on a committee to assist the school in identifying changes that would make the school more meaningful.
19. The classes in Math, English, Social Studies, and Science are not appropriate to current student needs.
20. It is hard to get any changes made in this school.
21. I am required to take many classes that I can see to be of no possible help to me.
22. Considering the really important things taught in this school, I feel I could complete the work in two or three years.

STUDENT QUESTIONNAIRE PART V

DIRECTIONS: Given below are twenty items that relate to needs of students.

Please mark each of the activities "low-average-high". For example, if you feel number one is something that should receive a high priority from the school then you would mark "high". If little or no attention is needed in this area, then mark "low". Mark average if you feel it is somewhere between low and high.

Mark either "low-average-high" for each of the twenty items given.

1. The need for students to know someone is available at all times who will "rap" and listen with understanding.

2. The need for students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his own decision making.

3. The need for the school to develop a program to assist students to learn how to study better.

4. The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.

5. The need for students to have more flexibility in their scheduling.

6. The need for students to have a job placement office available within the school.

7. The need for the school to offer mini-courses in job applications, interview procedures, and how to look for a job.

8. The need for students to have a "college day" available in addition to a "career day".

9. The need for the school to offer mini-courses in drugs, personal, social relations and etc.

10. The need for students to have more information available regarding scholarships and foundations.

11. The need for the school to offer mini-courses in specialized areas of art, drafting, auto repair, electricity, astronomy, space, etc.

12. The need for students to have a different advisory program that is helpful and meaningful.

13. The need for students to have on-going "career day" activities using outside resource people, referrals of interest, etc.

14. The need for students to have better relationships with the administration concerning curricular changes.

15. The need for students on work study programs to be able to find jobs within the school district.

16. The need for teachers to relate more with students and to develop relationships with students that do not necessarily relate to problems.

17. The need for vocational and career development to be kindergarten thru 12th.

18. The need for the faculty to come to know students as friends and people.

19. The need for students to develop pride in their school and to have more overall involvement.

20. The need for the counselors to keep the parents of students involved in student plans.

APPENDIX B

WORKSHOP AGENDA

AGENDA
MISSOURI STUDENT NEEDS INSTRUMENT
JANUARY 31, 1975
RAMADA INN

12:00	Lunch
12:45	Review of Proposed Time-Line
1:00	Review of Missouri Student Needs Survey
1:15	Proposed Calendar of Administering Instrument
2:00	Adjournment

APPENDIX C

CALENDAR OF ADMINISTRATION

44A

CALENDAR FOR ADMINISTERING MO STUDENT NEEDS SURVEY

FEBRUARY 10-MARCH 7

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Feb. 10	Feb. 11	Feb. 12	Feb. 13 Cole Camp 9:00	Feb. 14 La Monte 1:00
Feb. 17	Feb. 18 Green Ridge 12:45	Feb. 19 Warsaw 1-2 Lincoln 1-2	Feb. 20 Smithton 1:30	Feb. 21 Northwest 1:10
Feb. 24	Feb. 25	Feb. 26	Feb. 27	Feb. 28
Mar. 3	Mar. 4 Smith-Cotton 9-10 1:35-2:35	Mar. 5 Marshall 9:00	Mar. 6	Mar. 7

APPENDIX D

RESPONSES TO SURVEY INSTRUMENT

Student Questionnaire Part II
Eight Smaller School Districts

Item	Warsaw			Smithton			Green Ridge			La Monte			Hughesville			Sacred Heart			Lincoln			Cole Camp		
. Does your school counselor elp you to understand the meaning of your test scores?	Yes	?	No	Yes	?	No	Yes	?	No	Yes	?	No	Yes	?	No	Yes	?	No	Yes	?	No	Yes	?	No
	93	76	101	110	44	26	26	35	71	52	30	32	33	37	38	78	32	9	49	50	43	137	30	25
. Do you have access to the nformation you want and need to now concerning the various occupations you have considered?	145	66	62	95	50	35	32	29	70	61	25	28	54	24	30	75	26	18	85	21	37	142	28	22
. Has your school counselor alked with you about your future educational and vocational lans?	125	28	117	91	9	79	17	10	105	39	17	58	36	5	67	46	13	60	39	19	84	86	17	90
. Has your school provided our parents with an opportunity o discuss your educational lans?	61	60	149	26	45	109	10	22	99	28	27	59	9	32	67	22	31	66	27	31	85	33	52	107
. Do you have access to the nformation you want and need bout your school and others hich offer post-high school ducation?	113	82	74	60	74	45	17	40	73	34	40	39	21	48	39	46	44	29	54	51	37	95	72	26
. When you entered this chool, were you helped to earn about your school and how o get along in it?	118	64	108	71	30	79	37	25	70	60	16	38	29	18	60	44	35	40	63	33	47	55	46	92
. Have you had an opportunity o discuss with your school ounselor approaches to solving roblems with which you have een faced?	79	39	151	49	39	91	16	20	95	27	24	83	25	13	69	45	18	57	27	27	88	30	58	106

Student Questionnaire Part II (continued)
Eight Smaller School Districts

Item	Warsaw			Smithton			Green Ridge			La Monte			Hughesville			Sacred Heart			Lincoln			Cole Camp		
	Yes	?	No	Yes	?	No	Yes	?	No	Yes	?	No	Yes	?	No	Yes	?	No	Yes	?	No	Yes	?	No
. Are you thinking about or lanning what you are going to o when you finish high school	241	17	31	164	10	6	120	6	6	109	3	2	102	3	3	111	6	2	131	6	5	172	15	6
. Can you express your real eelings about things to your chool counselor?	69	90	110	75	61	44	12	32	88	42	36	35	24	46	38	50	49	20	37	59	46	43	81	69
0. Have your ability and chievement test results been elpful to you in your educa-ional and vocational lanning?	32	107	131	52	64	64	21	38	73	26	44	43	12	40	56	29	44	46	34	41	66	80	56	57
1. Has your school coun-elor discussed your ability nd achievement test results ith you individually?	36	23	210	78	15	86	5	14	113	13	12	89	8	6	94	18	16	85	16	17	109	50	22	121
2. Has your school provided pportunities for you to grow n your ability to make ealistic plans for yourself?	92	89	87	59	57	64	41	28	63	39	37	38	27	28	52	39	35	45	62	35	45	60	90	43
3. Do you feel that your chool experiences have pro-ided you with opportunities o develop self-confidence n relating to new xperiences?	127	91	50	86	57	37	48	46	38	75	23	16	52	20	36	59	30	30	83	28	31	100	62	31
4. Has a counselor helped ou to examine your abilities ersonality traits, and in-erests as they may pertain to our future plans?	58	41	171	49	30	100	9	15	107	23	17	74	13	9	86	20	21	78	23	20	99	42	38	113

Student Questionnaire Part II
Two Larger School Districts

Items	Sedalia			Marshall		
	Yes	?	No	Yes	?	No
1. Does your school counselor help you to understand the meaning of your test scores?	92	52	110	66	35	51
2. Do you have access to the information you want and need to know concerning the various occupations you have considered?	109	67	76	67	34	47
3. Has your school counselor talked with you about your future educational and vocational plans?	79	14	160	44	4	82
4. Has your school provided your parents with an opportunity to discuss your educational plans?	58	61	134	75	11	45
5. Do you have access to the information you want and need about your school and others which offer post-high school education?	94	75	81	45	40	46
6. When you entered this school, were you helped to learn about your school and how to get along in it?	103	35	115	51	19	61
7. Have you had an opportunity to discuss with your school counselor approaches to solving problems with which you have been faced?	55	44	153	20	23	87
8. Are you thinking about or planning what you are going to do when you finish high school?	220	19	14	123	2	6
9. Can you express your real feelings about things to your school counselor?	60	86	107	28	40	63
10. Have your ability and achievement test results been helpful to you in your educational and vocational planning?	49	80	123	54	27	50
11. Has your school counselor discussed your ability and achievement test results with you individually?	48	29	176	36	8	87
12. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?	76	75	102	42	42	47

Student Questionnaire Part II (continued)
Two Larger School Districts

Items	Sedalia			Marshall		
	Yes	?	No	Yes	?	No
13. Do you feel that your school experiences have provided you with opportunities to develop self-confidence in relating to new experiences?	112	70	71	55	41	35
14. Has a counselor helped you to examine your abilities, personality traits, and interests as they may pertain to your future plans?	40	30	183	24	12	94

Student Questionnaire Part III
Eight Smaller School Districts

Item	Warsaw				Smithton				Gr.Ridge				La Monte				Hughesville				Sac. Heart				Lincoln				Cole Camp			
	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F
My teachers rarely explain me why I received the grades nade on assignment & tests.	53	81	82	64	33	54	49	44	30	54	28	20	15	10	25	74	20	43	22	23	20	49	26	24	34	41	26	40	41	77	40	35
My teachers allow students me choice in what they study class.	30	74	83	83	14	75	49	41	10	38	36	48	15	40	31	27	8	28	36	37	12	41	40	25	16	42	38	47	16	49	67	61
My teachers are interested what I have to say.	33	130	71	46	26	84	47	22	9	40	49	36	32	62	11	9	15	42	33	18	22	57	27	13	29	68	27	18	26	95	50	22
My teachers give assignments at are just busy-work.	52	84	96	37	38	51	67	24	42	43	33	13	19	27	44	24	26	32	31	19	32	41	30	15	30	39	48	26	32	57	79	25
My teachers are personally ncerned about me.	20	66	103	80	9	72	63	36	3	30	40	60	12	52	31	19	4	32	40	31	11	34	50	23	14	47	45	37	20	64	60	46
My teachers don't try to derstand young people.	26	63	126	55	11	39	83	47	18	32	64	16	3	15	39	57	13	25	49	19	4	22	54	39	8	19	63	53	11	45	97	39
I don't know one teacher my school I could go to if I d a serious problem.	85	44	27	113	46	29	21	84	43	23	17	48	21	8	14	71	35	18	15	40	26	17	22	54	33	23	18	68	48	31	34	80
Teachers recognize my right a different opinion.	66	101	62	40	43	80	33	24	29	51	31	20	60	35	9	10	17	50	25	16	42	54	14	9	45	62	20	16	43	103	34	22
I think my teachers are too d-fashioned.	40	41	107	79	18	24	103	35	34	33	48	16	5	10	37	62	13	31	37	26	3	16	54	46	14	20	56	52	27	39	96	31
). I have a good relationship th most of my teachers.	93	101	36	40	69	83	14	14	31	56	21	24	63	36	9	6	41	43	13	11	43	56	13	7	61	62	20	16	64	103	25	20

Student Questionnaire Part III (continued)
Eight Smaller School Districts

Items	Warsaw				Smithton				G. Ridge				La Monte				Hughesville				Sac. Heart				Lincoln				Cole Camp			
	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F
). My teachers still res-ct me as a person even when ve done poorly on my school rk.	70	122	46	31	40	96	26	17	28	62	19	23	60	34	9	11	36	41	21	9	38	56	16	9	56	58	15	14	48	92	37	15
). My teachers like work-g with young people.	57	144	47	20	41	113	15	9	16	69	37	11	49	60	2	2	23	56	18	11	35	65	15	2	54	67	17	5	41	110	31	10
). My teachers don't care bout students if they're t going to college.	17	42	95	115	6	17	75	82	9	24	47	51	6	4	25	78	4	17	37	50	2	8	36	72	6	17	40	80	8	32	82	71
). My teachers give me indi-dual help willingly.	51	105	69	43	43	75	44	17	27	39	38	28	40	42	13	18	33	41	22	11	26	53	30	10	37	58	28	19	40	88	46	18
). My teachers are often patient.	69	80	101	17	28	45	83	24	40	40	37	15	14	15	55	30	13	34	39	22	14	28	61	15	21	30	54	28	30	53	80	29
). Most of the teachers are ing an excellent job in king their classes as mean-gful as possible for the tudents.	55	118	64	31	47	91	37	5	14	61	35	22	52	46	9	7	28	43	29	8	14	61	31	12	41	64	25	12	42	87	47	15
). I try to avoid taking lasses from some of the eachers in this school.	124	55	39	52	57	29	39	52	73	17	20	21	42	23	15	33	52	26	11	19	34	24	25	36	73	20	28	22	92	40	28	33
). The administration al-ys seems to support the cher and faculty in a dis-reement between student & cher	160	69	27	13	86	68	17	9	74	40	12	6	34	40	20	17	47	39	11	11	54	47	13	4	57	46	19	20	92	65	29	7

Student Questionnaire Part III
Two Larger School Districts

Item	Sedalia				Marshall			
	T	MT	MF	F	T	MT	MF	F
1. My teachers rarely explain to me why I received the grades I made on assignments and tests.	66	75	70	42	34	46	33	18
2. My teachers allow students some choice in what they study in class.	28	68	80	76	11	35	40	45
3. My teachers are interested in what I have to say.	31	104	71	46	13	57	39	22
4. My teachers give assignments that are just busy-work.	66	84	77	25	35	45	43	8
5. My teachers are personally concerned about me.	19	46	103	82	4	36	48	43
6. My teachers don't try to understand young people.	26	66	114	43	9	42	56	24
7. I don't know one teacher in my school I could go to if I had a serious problem.	92	45	35	80	32	20	15	62
8. Teachers recognize my right to a different opinion.	59	92	62	37	20	68	30	13
9. I think my teachers are too old-fashioned.	59	66	83	42	16	37	52	26
10. I have a good relationship with most of my teachers.	78	111	46	17	44	64	18	5
11. My teachers still respect me as a person even when I've done poorly on my school work.	70	98	73	35	32	61	23	15
12. My teachers like working with young people.	44	126	63	16	20	80	24	6
13. My teachers don't care about students if they're not going to college.	19	50	96	87	3	19	61	48
14. My teachers give me individual help willingly.	46	98	73	35	15	60	32	24
15. My teachers are often impatient.	50	71	99	29	25	42	50	14
16. Most of the teachers are doing an excellent job in making their classes as meaningful as possible for the students.	50	101	61	36	16	78	25	12

Student Questionnaire Part III (continued)
Two Larger School Districts

Item	Sedalia				Marshall			
	T	MT	MF	F	T	MT	MF	F
17. I try to avoid taking classes from some of the teachers in this school.	93	60	42	53	59	24	24	24
18. The administration always seems to support the teacher and faculty in a disagreement between student and teacher.	18	120	25	17	66	46	10	8

Student Questionnaire Part IV
Eight Smaller School Districts

Item	Warsaw				Smithton				Gr. Ridge				La Monte				Hughesville				Sac. Heart				Lincoln				Cole Camp			
	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F
1. Each morning I look forward to coming to school.	28	95	69	78	21	84	35	38	17	43	27	45	24	52	19	19	19	36	26	27	18	46	31	24	34	53	17	37	33	73	42	45
2. My school has too many rules.	80	81	73	36	53	29	63	35	52	39	26	15	10	13	38	53	58	24	18	8	25	21	50	23	17	20	52	53	79	51	51	12
3. I often feel rushed and nervous at school.	76	76	68	48	35	39	63	42	39	29	40	24	22	18	32	42	26	23	23	35	25	20	50	24	29	22	51	40	39	48	80	25
4. Students here aren't very friendly.	18	36	121	95	4	17	79	80	15	18	51	48	10	8	40	56	10	15	30	44	2	13	46	58	5	15	48	75	10	18	92	72
5. If I did something wrong at school,, I know I would get a second chance.	37	95	59	89	26	87	37	27	23	51	26	32	33	57	15	9	16	44	25	23	33	51	23	12	33	69	23	17	29	99	39	25
6. I think there is too much pressure in school.	70	89	76	35	40	54	66	20	34	33	42	23	18	16	41	39	32	30	29	17	21	33	46	19	14	25	60	43	48	53	67	24
7. I'm very interested in what goes on at this school.	70	106	61	33	70	69	19	21	38	63	15	16	62	36	8	8	31	46	13	18	41	46	15	16	62	53	18	10	83	66	24	20
8. The main reason for going to school is to learn.	145	90	22	13	89	72	13	6	71	48	6	7	71	34	4	5	46	45	12	4	49	61	6	3	76	47	9	11	93	82	10	8
9. I really feel I'm part of my school.	49	109	65	47	49	65	38	28	28	63	21	20	49	40	15	10	19	44	22	23	39	40	23	17	50	52	25	15	55	76	38	24
10. Our school is so large, I often feel lost in the crowd.	13	23	72	161	4	5	34	137	2	1	20	109	1	2	6	104	2	3	14	89	4	1	6	108	4	4	21	114	10	8	59	115
11. I would like to quit school.	22	30	49	168	7	9	32	132	8	11	17	96	8	4	12	93	13	6	19	69	5	4	22	88	6	5	19	113	9	9	24	150

Student Questionnaire Part IV (continued)
Eight Smaller School Districts

Item	Warsaw				Smithton				Gr. Ridge				La Monte				Hughesville				Sac. Heart				Lincoln				Cole Camp			
	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F
1. The school here us a good ace for making friends.	70	124	47	29	81	75	17	7	46	64	9	13	55	34	14	11	37	41	16	14	47	45	25	2	70	53	14	6	77	76	31	8
2. Students have enough ice in determining how the hool is run.	16	54	90	109	6	33	65	75	5	21	37	68	13	51	28	22	4	19	34	51	8	33	42	36	11	52	35	45	10	36	48	98
3. Most of the class work not relevant to my in- rests or future plans.	74	67	93	36	37	62	61	19	38	45	36	12	21	29	38	26	28	31	39	10	27	35	45	11	26	33	39	34	42	56	65	29
5. I am scheduled into classes terms of my needs more than or the convenience of the hool and teachers.	60	96	70	43	27	76	46	29	30	35	37	30	40	42	11	21	21	27	30	30	23	36	37	23	38	56	25	24	42	84	37	28
6. This school should in- rease the number of non- raditional subjects if the hool is going to be relevant the needs of students.	93	106	45	24	73	67	28	10	61	42	14	14	49	36	15	13	48	39	13	8	54	38	17	10	61	35	30	17	74	71	38	9
7. Graduation requirements ust be changed to meet in- ividual needs.	77	66	80	47	48	37	54	30	46	33	26	27	29	15	25	44	29	29	37	23	22	38	16	31	34	33	43	43	42	52	60	37
8. I would like to serve on committee to assist the hool in identifying changes at would make the school more aningful.	80	80	43	66	64	47	26	42	48	40	22	22	52	27	16	18	35	37	22	14	32	38	16	31	34	34	28	47	64	54	37	38
9. The classes in Math, glish, Social Studies, & ience, are not appropriate current student needs.	35	46	104	83	16	31	72	58	23	18	44	47	9	9	44	51	15	21	32	40	10	20	52	37	12	20	51	58	25	29	63	64

Student Questionnaire Part IV (continued)
Eight Smaller School Districts

Item	Warsaw				Smithton				Gr. Ridge				La Monte				Hughesville				Sac. Heart				Lincoln				Cole Camp			
	T	MT	MF	T	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F	T	MT	MF	F
). It is hard to get any hanges made in this school.	116	88	43	21	85	62	28	4	71	32	12	7	22	31	35	26	58	35	10	5	38	48	25	8	40	49	37	17	101	58	28	6
l. I am required to take any classes that I can see o be of no possible help o me.	68	65	82	54	50	41	61	27	41	29	37	25	31	19	26	38	41	24	28	15	42	23	37	17	35	29	41	38	57	42	60	34
2. Considering the really mportant things taught in his school, I feel I could omplete the work in two r three years.	74	101	60	34	52	62	42	23	43	49	24	16	24	37	30	23	36	37	19	17	38	44	20	17	50	50	28	15	63	85	30	15

Student Questionnaire Part IV
Two Larger School Districts

Item	Sedalia				Marshall			
	T	MT	MF	F	T	MT	MF	F
Each morning I look forward to coming to school.	42	61	55	82	9	62	26	34
My school has too many rules.	88	55	72	35	31	25	51	24
I often feel rushed and nervous at school.	80	68	62	40	33	36	34	27
Students here aren't very friendly.	18	46	107	79	10	18	60	43
If I did something wrong at school, I know I would get a second chance.	42	80	60	68	24	71	21	15
I think there is too much pressure in school.	97	69	58	26	35	40	40	16
I'm very interested in what goes on at this school.	58	84	62	46	30	66	24	11
The main reason for going to school is to learn.	111	95	23	21	67	51	8	5
I really feel I'm part of my school.	27	100	61	61	23	56	28	24
). Our school is so large, I often feel lost in the crowd.	36	63	71	80	15	24	50	42
. I would like to quit school.	24	22	28	161	2	5	19	105
2. The school here is a good place for making friends.	74	119	31	26	38	66	13	13
3. Students have enough voice in determining how the school is run.	20	60	71	97	13	38	43	36
4. Most of the class work is not relevant to my interests or future plans.	73	71	77	27	24	49	44	13
5. I am scheduled into classes in terms of my needs more than for the onvenience of the school and teachers.	57	94	66	30	35	47	35	14
6. This school should increase the number of non-traditional subjects f the school is going to be relevant to the needs of students.	87	87	45	28	54	49	17	11
7. Graduation requirements must be changed to meet individual needs.	74	66	54	52	41	30	30	29

Student Questionnaire Part IV (continued)
Two Larger School Districts

Item	Sedalia				Marshall			
	T	MT	MF	F	T	MT	MF	F
I would like to serve on a committee to assist the school identifying changes that would make the school more meaningful.	73	61	46	65	51	37	17	25
The classes in Math, English, Social Studies, and Science are appropriate to current student needs.	37	46	86	76	20	13	60	35
It is hard to get any changes made in this school	102	70	45	27	66	40	22	3
I am required to take many classes that I can see to be of no sible help to me.	79	61	73	32	46	34	34	16
Considering the really important things taught in this school, eel I could complete the work in two or three years.	76	81	43	46	37	48	32	14

Student Questionnaire Part V
Eight Smaller School Districts

Item	Warsaw			Smithton			Gr. Ridge			La Monte			Hughesville			Sac. Heart			Lincoln			Cole Camp		
	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi
1. The need for students to know someone is available at all times who will "rap" and listen with understanding.	44	104	120	21	85	72	17	54	61	8	36	70	17	42	49	9	49	61	21	56	65	21	88	84
2. The need for students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his own decision making.	24	126	117	23	55	100	9	52	71	8	43	63	14	45	49	8	43	67	9	65	69	14	91	88
3. The need for the school to develop a program to assist students to learn how to study better.	49	142	77	23	95	60	15	59	60	20	49	45	24	38	45	24	56	39	17	61	65	25	105	63
4. The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.	37	96	133	17	60	101	14	42	75	12	40	62	15	39	54	16	36	67	24	54	65	16	62	11
5. The need for students to have more flexibility in their scheduling.	36	129	101	18	81	79	16	42	73	11	59	44	17	34	56	12	24	65	19	63	61	25	74	93

Student Questionnaire Part V (continued)
Eight Smaller School Districts

Item	Warsaw			Smithton			Gr. Ridge			La Monte			Hughesville			Sac. Heart			Lincoln			Cole Camp		
	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi
. The need for students to ave a job placement office vailable within the schoo.	45	107	115	22	77	78	25	54	52	17	54	43	22	44	42	24	42	52	26	71	46	30	76	87
. The need for the school o offer mini-courses in job pplications, interview pro-edures, and how to look for job.	44	114	106	26	72	80	16	36	63	10	39	65	24	37	47	20	45	54	18	66	58	20	76	97
. The need for students to ave a "college day" avail-ble in addition to a "career ay."	36	123	106	18	76	84	14	49	69	18	45	51	27	39	41	19	47	53	26	61	56	35	69	88
. The need for the school o offer mini-courses in dru rugs, personal, social rela-ions, etc.	59	102	103	25	64	88	27	54	51	19	45	50	25	33	49	20	47	52	22	59	62	32	69	92
. The need for students to ave more information avail-ble regarding scholarships nd foundations.	25	140	99	20	83	74	17	46	69	13	42	58	16	45	47	15	49	53	13	75	54	21	103	69
. The need for the school o offer mini-courses in pecialized areas of art, rafting, auto repair, elec-ricity, astronomy, space, etc.	38	123	103	28	60	89	18	52	62	6	45	62	23	28	57	24	18	77	22	68	53	29	66	97
. The need for students to ave a different advisory rogram that is helpful and eaningful.	31	183	69	23	110	44	18	52	62	17	63	34	17	63	28	15	74	30	25	67	51	23	124	46

Student Questionnaire Part V (continued)
Eight Smaller School Districts

	Warsaw			Smithton			Gr. Ridge			La Monte			Hughesville			Sac. Heart			Lincoln			Cole Camp		
	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi	Lo	Av	Hi
13. The need for students to have on-going "career day" activities using outside resource people, referrals of interest, etc.	38	133	92	25	81	71	12	62	61	17	50	47	21	46	41	16	58	45	24	62	57	35	83	75
14. The need for students to have better relationships with the administration concerning curricular changes.	24	105	134	17	79	81	22	39	69	13	57	44	17	40	51	14	40	64	19	71	53	24	83	86
15. The need for students on work study programs to be able to find jobs within the school district.	46	115	101	28	78	70	19	60	53	15	46	53	21	48	39	21	54	44	25	70	48	27	95	70
16. The need for teachers to relate more with students & to develop relationships with students that do not necessarily relate to problems.	32	116	114	16	90	71	17	64	51	17	53	44	16	40	52	15	59	45	24	69	50	24	95	73
17. The need for vocational and career development to be kindergarten thru 12th.	85	124	52	33	95	48	34	64	33	26	57	31	40	39	29	32	53	34	43	71	29	58	96	39
18. The need for the faculty to come to know students as friends and people.	29	88	145	14	65	97	16	41	75	10	46	58	12	39	57	14	46	59	17	41	75	20	76	96
19. The need for students to develop pride in their school & to have more overall involvement.	29	64	136	18	65	94	14	40	78	11	37	66	7	28	73	12	40	67	18	45	80	17	70	105
20. The need for the counselors to keep the parents of students involved in student plans.	39	132	91	23	88	66	12	55	65	26	47	41	21	51	35	23	54	42	22	64	57	32	90	70

Student Questionnaire Part V
Two Larger School Districts

Item	Sedalia			Marshall		
	Low	Average	High	Low	Average	High
1. The need for students to know someone is available at all times who will "rap" and listen with understanding.	32	114	97	15	68	48
2. The need for students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his own decision making.	31	109	103	10	53	68
3. The need for the school to develop a program to assist students to learn how to study better.	35	108	100	18	57	56
4. The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.	30	92	119	12	45	73
5. The need for students to have more flexibility in their scheduling.	28	108	105	17	37	77
6. The need for students to have a job placement office available within the school.	41	96	104	25	44	61
7. The need for the school to offer mini-courses in job applications, interview procedures, and how to look for a job.	47	99	95	25	58	48
8. The need for students to have a "college day" available in addition to a "career day."	43	105	93	20	58	53
9. The need for the school to offer mini-courses in drugs, personal, social relations, etc.	52	98	90	25	49	57
10. The need for students to have more information available regarding scholarships and foundations.	27	103	111	15	58	57
11. The need for the school to offer mini-courses in specialized areas of art, drafting, auto repair, electricity, astronomy, space, etc.	46	106	89	27	54	50
12. The need for students to have a different advisory program that is helpful and meaningful.	28	134	79	19	64	46

Student Questionnaire, Part V (continued)
Two Larger School Districts

Item	Sedalia			Marshall		
	Low	Average	High	Low	Average	High
13. The need for students to have on-going "career day" activities using outside resource people, referrals of interest, etc.	26	113	100	16	62	52
14. The need for students to have better relationships with the administration concerning curricular changes.	28	99	110	15	47	68
15. The need for students on work study programs to be able to find jobs within the school district.	39	112	88	22	68	41
16. The need for teachers to relate more with students and to develop relationships with students that do not necessarily relate to problems.	40	101	99	19	57	55
17. The need for vocational and career development to be kindergarten through 12th.	54	116	70	45	55	30
18. The need for the faculty to come to know students as friends and people.	26	78	135	18	45	68
19. The need for students to develop pride in their school and to have more overall involvement.	22	87	131	21	54	56
20. The need for the counselors to keep the parents of students involved in student plans.	38	110	93	21	62	48

APPENDIX E

LIST OF PARTICIPANTS

APPENDIX F

WORKSHOP EVALUATION

Job Development, Placement and Follow-up Workshop
Ramada Inn
April 23, 1975

EVALUATION

A. At the beginning of the workshop, how well were the workshop objectives identified?

	(9)	(4)			
Well Identified	1	2	3	4	5 **Poorly Identified**

B. Do you feel the objectives for the workshop were met?

	(4)	(1)			
High Degree	1	2	3	4	5 **Lesser Degree**

D. Do you feel the workshop provided useful information about the Graduates Follow-Up Survey?

	(7)	(4)	(2)	(1)	
High Degree	1	2	3	4	5 **Lesser Degree**

E. Do you feel the workshop provided useful information about the Missouri Student Needs Survey Results?

	(7)	(6)	(1)		
High Degree	1	2	3	4	5 **Lesser Degree**

F. I understand the responsibilities of the Career Education Job Placement Specialist?

	(5)	(2)	(6)	(1)	
High Degree	1	2	3	4	5 **Lesser Degree**

G. I understand my responsibilities in job development, placement and follow-up?

	(8)	(4)	(1)	(1)	
High Degree	1	2	3	4	5 **Lesser Degree**

EVALUATION (continued)

H. In a brief sentence or two make an honest constructive comment or criticism concerning either the leader, the workshop, the program, or resource people utilized.

-Good job.

-Good job. No complaints even if Mac had a bad day. Enjoyed the Workshop, worth the trip and time.

-I feel that I understand the ideas discussed much more thoroughly than I did when I came. Very worthwhile. Open discussion added to the interest level.

-Well done! I wasn't sure whether to come or not. Glad I did. I think principals and superintendents of all the schools should have been here!

-Program well organized. Not sure of usage of results of No. Student Needs Survey.

-Well organized, nice setting.

-Jerry provided free and open discussion and was quick to make a summation of what each participant was saying. It was harder to get a response from Marion (personal differences). It was satisfying to feel someone was responding to our needs.

-Don't feel like the morning session accomplished all that much. Did feel like afternoon session was of help, esp. liked to hear that the State Dept. would be available to help individual schools.

-Much was accomplished. I feel everyone present is thinking along the same lines.

-I felt it was good. Sometimes we spent too much time on things that weren't really that important.

APPENDIX G

TABLES 3-4-5

TABLE 3

TENTH GRADE STUDENT INTERESTS

INTERESTS	MALE LIKE	MALE DISLIKE	FEMALE LIKE	FEMALE DISLIKE	TOTAL LIKE	& OF TOTAL	TOTAL DISLIKE	& OF TOTAL
Outdoor-Manual	185	30	114	82	299	72.7	112	27.3
Mechanical	167	47	38	158	214	51.1	205	48.9
Computational	47	164	61	136	108	26.5	300	73.5
Scientific type of work	82	140	60	138	142	33.8	278	66.2
Sales work, advertising, public relations	58	156	127	70	185	45.0	226	55.0
Work that uses my athletic ability	149	64	127	70	276	67.3	134	32.7
Work that uses my musical and/or artistic ability	87	125	108	89	195	47.7	214	52.3
Work in which I am of service to other people	53	160	153	45	206	50.1	205	49.9
Secretarial or clerical	11	203	134	63	145	35.3	266	64.7

TABLE 4

ELEVENTH GRADE STUDENT INTERESTS

INTERESTS	MALE LIKE	MALE DISLIKE	FEMALE LIKE	FEMALE DISLIKE	TOTAL LIKE	% OF TOTAL	TOTAL DISLIKE	% OF TOTAL
Outdoor-Manual	149	15	116	60	265	77.9	75	22.1
Mechanical	100	40	40	137	140	44.2	177	55.8
Computation	41	140	54	113	95	27.3	253	72.7
Scientific type of work	53	112	49	126	102	30.0	238	70.0
Sales work, advertising, public relations	180	94	327	49	507	78.0	143	22.0
Work that uses my athletic ability	224	88	119	57	233	61.6	145	38.4
Work that uses my musical and/or artistic ability	66	98	313	63	379	70.2	161	29.8
Work in which I am of service to other people	74	102	344	31	418	75.9	133	24.1
Secretarial or Clerical	8	138	116	60	124	38.5	198	61.5

TABLE 5

FUTURE PLANS OF TWELFTH GRADE STUDENTS

FUTURE PLANS	MALE	MALE PERCENTAGE	FEMALE	FEMALE PERCENTAGE	TOTAL	TOTAL PERCENTAGE
Attend a college	57	35.9%	106	65.0%	163	100%
Attend a trade, technical or vocational school	40	58.0%	29	42.0%	69	100%
Seek Employment	55	50.9%	53	49.1%	108	100%

OVERALL TOTAL RESPONDENTS

		PERCENTAGE TO TOTAL
Attend a college	163	47.9%
Attend a trade, technical or vocational school	69	20.3%
Seek employment	108	31.8%

APPENDIX H

MAJOR NEEDS AS EXPRESSED BY STUDENTS

MAJOR NEEDS AS EXPRESSED BY STUDENTS

School	Order of Need	Need No.	Need
Sedalia	1	18	The need for the faculty to come to know students as friends and people.
	2	19	The need for students to develop pride in their school and to have more overall involvement.
	3	4	The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.
	4	10	The need for students to have more information available regarding scholarships and foundations.
	5	14	The need for students to have better relationships with the administration concerning curricular changes.
Marshall	1	5	The need for students to have more flexibility in their scheduling.
	2	4	The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.
	3	18	The need for the faculty to come to know students as friends and people.
	4	14	The need for students to have better relationships with the administration concerning curricular changes.
	5	2	The need for students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his own decision making.

School	Order of Need	Need No.	Need
Warsaw	1	18	The need for the faculty to come to know students as friends and people.
	2	19	The need for students to develop pride in their school and to have more overall involvement.
	3	14	The need for students to have better relationships with the administration concerning curricular changes.
	4	4	The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.
	5	1	The need for students to know someone is available at all times who will "rap" and listen with understanding.
Smithton	1	4	The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.
	2	2	The need for students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his own decision making.
	3	18	The need for the faculty to come to know students as friends and people.
	4	19	The need for the students to develop pride in their school and to have more overall involvement.
	5	11	The need for the school to offer mini-courses in specialized areas of art, drafting, auto repair, electricity, astronomy, space, etc.

School	Order of Need	Need No.	Need
Green Ridge	1	19	The need for students to develop pride in their school and to have more overall involvement.
	2	18	The need for the faculty to come to know students as friends and people.
	3	4	The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.
	4	5	The need for students to have more flexibility in their scheduling.
	5	2	The need for students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his own decision making.
La Monte	1	1	The need for students to know someone is available at all times who will "rap" and listen with understanding.
	2	19	The need for students to develop pride in their school and to have more overall involvement.
	3	7	The need for the school to offer mini-courses in job applications, interview procedures, and how to look for a job.
	4	2	The need for the students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his own decision making.
	5	4	The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.

School	Order of Need	Need No.	Need
Hughesville	1	19	The need for students to develop pride in their school and to have more overall involvement.
	2	18	The need for the faculty to come to know students as friends and people.
	3	11	The need for the school to offer mini-courses in specialized areas of art, drafting, auto repair, electricity, astronomy, space, etc.
	4	5	The need for students to have more flexibility in their scheduling.
	5	4	The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.
Sacred Heart	1	11	The need for the school to offer mini-courses in specialized areas of art, drafting, auto repair, electricity, astronomy, space, etc.
	2	19	The need for students to develop pride in their school and to have more overall involvement.
	3	4	The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.
	4	2	The need for students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his own decision making.
	5	5	The need for students to have more flexibility in their scheduling.

School	Order of Need	Need No.	Need
Lincoln	1	19	The need for students to develop pride in their school and to have more overall involvement.
	2	18	The need for the faculty to come to know students as friends and people.
	3	2	The need for students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his own decision making.
	4	4	The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.
	5	3	The need for the school to develop a program to assist students to learn how to study better.
Cole Camp	1	4	The need for students to have a freedom of choice in the school curriculum that allows him to be creative and to branch out.
	2	19	The need for students to develop pride in their school and to have more overall involvement.
	3	11	The need for the school to offer mini-courses in specialized areas of art, drafting, auto repair, electricity, astronomy, space, etc.
	4	7	The need for the school to offer mini-courses in job applications, interview procedures, and how to look for a job.
	5	18	The need for the faculty to come to know students as friends and people.